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| Subject: ELA | **Teacher:** | **Grade Level: 4** | **Date(s): September 26 – September 30** |
| **Curriculum Area:**  MAP TESTING WINDOW: Sept. 22-30  Plans may be altered. | | **I Can Statements & Learning Targets (I can……..):**   * I can identify author’s purpose. * I can identify at least 2 points the author is trying to make in the text. * I can read closely text using key reading strategies. * I can use details and examples when explaining what the text says. * I can make inferences from the text. | |
| **Content: NC ScoS**  **RL 4.1, RL 4.4, RI 4.8, RFS 4.3a, W 4.3b, SL 4.1 a, L 4.1a, L 4.2b**  **Week 5 Grammar Focus: Pronouns, Adverbs, Commas, Quotations** | | **Technology Standards & Resources:**  **4.SI.1.1**  **4.SI.1.2**  **4.TT.1.2**  **4.TT.1.3**  Links embedded in weekly plan.  **Great Examples of Formative Assessments to embed throughout:** [**http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html**](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html) | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?)  Why is it necessary to refer to details and examples in a text when explaining what it means?  How does an author use reasons and evidence to support particular points in a text?  What was the author’s purpose in writing the text?  Did the author use evidence to support his or her thinking? | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  What is…? (Remembering)  Can you list three…? (Remembering)  What inference can you make…? (Analyzing)  What conclusions can you draw…? (Analyzing) | |
| **Vocabulary:**  Academic/Content  Author’s purpose, point of view, reasons evidence, support, author, proof, explanation, points  Refer to pacing guide for other vocabulary. | | **Teacher Resources:**  Daily Newspaper and/or Magazine for each student  Fiction/Nonfiction texts to examine author’s purpose | |

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| **Monday**  **Subject Integration:** | **Whole Group**  Introduce (review) Author’s Purpose. (This needs to be done before students are able to explain how author uses reasons to support certain points in text.) Good visual to use would be a pie- p stands for persuade, i stands for inform, and e stands for entertain.  Review and practice identifying author’s purpose. (You may want to pull individual’s or small groups with ones who have not mastered this concept.)  <http://www.studyzone.org/testprep/ela4/o/authorspurposep.cfm> | | | **Small Group**  **Introduce Listen To Reading Daily 5 Station.** \*Integrate computers and/or Ipads. Links: <http://www.storylineonline.net/>  <http://www.raz-kids.com/>  <http://aesopfables.com/>  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)**  **\*Guided Reading Focus for the week: Identifying Author’s Purpose, Providing Evidence from text, Decoding and Comprehension Strategies** | | | **Independent Work**  Choose and use aReadworks.org passage.  Have students read independently. Have them write author’s purpose and why on a notecard and/or sticky note. Share and discuss. \*This is a great way to quickly assess who’s already got it! | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Lesson 1: Identifying Author’s Purpose in a Newspaper  <http://www.readworks.org/lessons/grade4/authors-purpose/lesson-1> | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | **Independent Work**  Follow lesson plan link provided <http://www.readworks.org/lessons/grade4/authors-purpose/lesson-1> | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  Lesson 2: Categorizing Texts According to Author’s Purpose  <http://www.readworks.org/lessons/grade4/authors-purpose/lesson-2> | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | **Independent Work**  Follow lesson plan link provided <http://www.readworks.org/lessons/grade4/authors-purpose/lesson-2>  The Library Scavenger Hunt would be fun for students to do on the bottom of this page! | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Introduce how to create a voki to students.  (They will love this and some students did this in summer school!) (Teacher Prep: Go to <http://www.voki.com/create.php>  to sign up and create a free account for students ahead of time) They will create their own avatar to present any information. It can be used for so many things! You will need to model!  \*\*Great read to give more information on using Voki—for teachers only) <http://drbabs.wikispaces.com/file/view/Using+Voki+to+Differentiate+Instruction2.pdf> | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students.**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | **Independent Work**  Students create a voki avatar using IPAD and/or other technology. (Teacher Prep: Go to <http://www.voki.com/create.php> to sign up and create account for students ahead of time)  Students can record on their avatar to teach author’s purpose and share it with the class.  or  Be creative on how to use this with your instruction! This can be a great tool for assessing student understanding! | |
| **Friday**  **Subject Integration:** | **Whole Group**  Common Weekly Assessment (CWA)  **Focus on RL 4.1, RI 4.8** | | | **Small Group**  \*You can meet with small group(s) such as below level students or pull students to intervene with specific skill to improve, but will have to administer a CWA (Common Weekly Assessment). Students will be prescribed one Daily 5 tasks to complete. | | | **Independent Work**  Daily 5 Celebrations! | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities:  <http://www.carlisleschools.org/webpages/pluta/teacher.cfm?subpage=1265199>  \*Can be adapted for various groups.  Use link to download graphic organizer to use with texts-  <http://www.teacherspayteachers.com/Product/Authors-point-of-view-848043> | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Daily Five Activities for the Week** | **Read to Self**  Students record learning reflection in notebook. | **Read To Someone** | | | **Listen to Reading** | **Word Work**  Choose a word work idea from below. | | **Work on Writing**  Choose a writing idea from below. |

**Daily 5 Ideas to fill in for activities above:**

**Word Work Ideas:**

* FCRR Vocabulary/Phonics Activities (need to be made ahead of time). Organize in numbered folders for easy student/teacher use.
* Bulletin Board Word Walls in Classrooms:
  + Divided into 3rds: Academic Words/Content Words/Spelling Words
  + Start with sight words for spelling at each level
  + Words are switched out according to lesson plans (i.e., weekly spelling, academic and content may last longer).
* Word Tile Sorts/Word Cubes (already have in most classes)
* Words Their Way Sorts/Activities: Have the book resources-need to copy and organize.
* I-Pad Word Activities
* Word Study Cards/Sheets
  + Graphic Organizer: Word/Definition/Synonym/Antonym/Sentence/Example/Non-example

**Read-to-Self Reading Response Ideas:**

* CROP-QVS-Taught at the beginning of the year
* Students choose a letter to write response to.
  + Can be written on something motivating like:
    - Leaves/trees
    - Fish/Ocean
    - Bubble gum/Machine
  + On main part: writing reminders: Grammar/Capitalization/Punctuation
  + Student adds to growing wall of items.
  + Require \_\_\_\_\_ per week or reading?

**Read to Someone Ideas:**

* Ring of question stems
* Check mark with questions stems for younger readers
* CROP-QVS Dice Activity

**Work on Writing Ideas:**

* Brainstorm with teachers
* Plays, Poetry, etc.
* Rich writing environment: paper, tools, pictures for inspiration, etc.
* Can be a teacher assignment from Writing Block to complete before choice of writing.
* Writing Dice….with prompts or questions to answer.
* Shared Notebooks of writing subjects.